

## DOCUMENT RESUME

ED 392 514

PS 023 633

AUTHOR Brown, Janet, Comp.; And Others  
TITLE Men and Their Families: Contributions of Caribbean Men to Family Life. A Discussion Guide for Use by Groups in Church, School, Community and Other Settings.  
INSTITUTION University of the West Indies, Kingston (Jamaica). School of Continuing Studies.  
SPONS AGENCY CUSO Development Education, Ottawa (Ontario).; International Development Research Centre, Ottawa (Ontario).; United Nations Children's Fund, New York, N.Y.  
REPORT NO ISEN-976-41-0077-5  
PUB DATE Jun 94  
NOTE 83p.; Cover title reads: "Men & Their Families: Contributions of Caribbean Men to Family Life. A Discussion Guide for Use by Groups in Church, School, Community and Other Settings."  
PUB TYPE Books (010) -- Guides - Classroom Use - Teaching Guides (For Teacher) (052)  
EDRS PRICE MF01/PC04 Plus Postage.  
DESCRIPTORS Child Rearing; \*Discussion Groups; Family Involvement; Family Life; \*Father Attitudes; \*Fathers; Foreign Countries; \*Parenthood Education; Parent Participation; \*Parent Role; Workbooks  
IDENTIFIERS Caribbean Child Development Centre; UNICEF; \*West Indies

## ABSTRACT

The Caribbean Child Development Centre conducted a 2-year research project to provide a socio-historical perspective on roles of Caribbean men within the family, and to survey and describe attitudes and behaviors of a cross-section of men in Jamaica. An 8-week series of discussions, designed for a maximum of 15 men and 15 women, was organized to cover the topics of the research. Among the findings of the survey and discussions were that men contribute more to family life than is credited, and that being a father has strong personal meanings for men. A result of the research project, this discussion guide for groups concerning parenting skills is designed to help men and women become better parents, to shape children from infancy into valued and responsible adults. Although it focuses on men's roles, the guide is written for use by both men and women. The eight workshop sessions outlined are: (1) "The Families We Come From"; (2) "The Families We Create"; (3) "Domestic Roles within the Family"; (4) "Peer Influences on Family Roles"; (5) "Relationships with Our Children"; (6) "Factors Which Influence Personality Development"; (7) "Sexuality and the Family"; and (8) "Putting It All Together." Guidelines for workshop facilitators are included. (BGC)

\*\*\*\*\*  
\* Reproductions supplied by EDRS are the best that can be made \*  
\* from the original document. \*  
\*\*\*\*\*

ED 392 514

# Men & Their Families

## CONTRIBUTIONS OF CARIBBEAN MEN



**A Discussion guide for use  
by groups in church, school,  
community and other settings.**

Caribbean Child Development Centre  
School of Continuing Studies,  
University of the West Indies

U.S. DEPARTMENT OF EDUCATION  
Office of Educational Research and Improvement  
EDUCATIONAL RESOURCES INFORMATION  
CENTER (ERIC)

☒ This document has been reproduced as  
received from the person or organization  
originating it.

☐ Minor changes have been made to  
improve reproduction quality.

• Points of view or opinions stated in this  
document do not necessarily represent  
official OERI position or policy.

PERMISSION TO REPRODUCE THIS  
MATERIAL HAS BEEN GRANTED BY

Janet Brown

TO THE EDUCATIONAL RESOURCES  
INFORMATION CENTER (ERIC)

BEST COPY AVAILABLE

PS 020633



HANDBOOK FOR  
DISCUSSION GROUPS ON

# **MEN AND THEIR FAMILIES**

*Compiled by*

Janet Brown  
Rosemarie Broomfield  
Owen Ellis

This Handbook is an outcome of  
a Two-Year Research Project of the  
Caribbean Child Development Centre,  
School of Continuing Studies, University of the West Indies

The Research was funded by the International  
Development Research Centre, UNICEF and CUSO  
UNICEF funded the publication of the Handbook.

June 1994  
reprinted February 1995

## FOREWORD

Every child is born of two parents. Whether he or she grows up with both, one, or neither of these two parents depends on many circumstances beyond the child's control. Whether the child grows to love and respect himself or herself depends largely on circumstances WITHIN both parents' control.

This handbook has been developed to help men and women tackle those circumstances that lie within their control when they become parents—to share and influence the lives and personality development of other human beings to their betterment, whether or not those children are in their direct care.

This matter of shaping children from infancy into valued and responsible adults—is one of life's most important jobs. Research the world over has proven that the first six or seven years of life are the most critical years when the foundation for personality, achievement and skills are laid.

Any builder knows that when the foundation is weak, the building will eventually crack and crumble. A firmer foundation can never be built under a house which has already been constructed. And unlike buildings, people cannot be torn down to rebuild on a firmer base.

Although this handbook focuses on the roles of men in the family, it is written for the use of both men and women in dialogue. In the Caribbean, as elsewhere, most parenting research and education efforts have been directed at women and girls, whether by design or default. We therefore know from research and from experience much more about women as mothers.

It is hoped that the research summary, and the workshop session guidelines and outlines will provide men and women opportunities to learn more about their present and future contributions to healthy child development. Additional activities for groups and individuals to continue strengthening parenting skills and confidence are suggested following the session outlines.

R. M. NETTLEFORD  
DIRECTOR, SCHOOL OF CONTINUING STUDIES  
UNIVERSITY OF THE WEST INDIES.

# ❖    T A B L E   O F   C O N T E N T S    ❖

|                                                                                                            | PAGE |
|------------------------------------------------------------------------------------------------------------|------|
| ACKNOWLEDGEMENTS                                                                                           | 1    |
| A. BACKGROUND                                                                                              | 3    |
| B. THE RESEARCH: <i>The Contribution of Caribbean Men to the Family:<br/>A Jamaican Pilot Study</i>        | 4    |
| C. OBJECTIVES FOR THE HANDBOOK                                                                             | 7    |
| D. GUIDELINES FOR GROUP FACILITATORS                                                                       | 8    |
| E. WORKSHOP SESSION OUTLINES: <i>Introduction</i>                                                          | 16   |
| Session One <i>The Families We Come From</i>                                                               | 18   |
| Session Two <i>The Families We Create</i>                                                                  | 23   |
| Session Three <i>Domestic Roles Within The Family</i>                                                      | 28   |
| Session Four <i>Peer Influences On Family Roles</i>                                                        | 31   |
| Session Five <i>Relationships With Our Children</i>                                                        | 37   |
| Session Six <i>Factors Which Influence Personality Development</i>                                         | 43   |
| Session Seven <i>Sexuality And The Family</i>                                                              | 49   |
| Session Eight <i>Putting It All Together</i>                                                               | 56   |
| F. AFTER THE SERIES IS COMPLETED...                                                                        | 62   |
| G. APPENDICES:                                                                                             |      |
| I <i>Summary Of The Findings Of The CCDC Research</i>                                                      | 64   |
| II <i>Pre-meeting Checklist</i>                                                                            | 67   |
| III <i>Evaluation Formats</i>                                                                              | 70   |
| IV <i>Parenting Partners Assumptions About<br/>                                 How Children Grow Best</i> | 74   |

## ACKNOWLEDGEMENTS

Many persons and events have contributed to this handbook, which is one outcome of a research project undertaken by the Caribbean Child Development Centre in 1990 and completed in late 1992.

Credit must be given to the International Development Research Centre (Canada) which supported the bulk of the research activities. IDRC also suggested a replication manual as a possible substitute for more extensive Caribbean research, which they were unable to support at the time. The Jamaican pilot study on "The Contribution of Caribbean Men to the Family" is therefore extended in part by the replication of the discussion group component of its research in other Caribbean countries via this handbook.

We are grateful as well to the Jamaican offices of UNICEF and CUSO for supporting specific aspects of the Jamaican pilot study. Without their help, completion of the project would have been difficult.

We give special thanks to the project Advisors who gave guidance and support through all stages and difficulties:

- Patricia Anderson      *Senior Lecturer, Department of Sociology, UWI*  
Erna Brodber              *Historian, Novelist*  
Geof Brown                *Senior Lecturer, Social Welfare Training Centre, UWI*
- Barry Chevannes        *Lecturer, Department of Sociology, UWI*  
Owen Ellis                *Director, Groundwork Theatre Company*  
Carole Lawes              *Former Director, Groundwork Theatre Company*
- Consultants and co-authors of final research report

We are grateful to the following project staff, for their several contributions of group facilitation, observation and documentation, without which there could be no handbook:

Clive Anderson  
Clyde Brooks  
Terry Ranglin

Devon Crossley  
Joan Edwards

Priscilla Snell-White  
Rosemarie Broomfield

Special acknowledgement must be given to the 105 men and women in four communities in Jamaica who contributed hours of their time, not only to assist with our research, but to faithfully pursue their own concerns and interests as parents. Their candour, humour and insights into themselves and others are deeply respected and appreciated.

After completion of the research, there were several vital inputs before the final publication of this manual:

Both the Mona and the UWI Research and Publication Committees provided funds which enabled the testing of the draft handbook in Barbados, Trinidad and Jamaica. Rosemarie Broomfield coordinated this exercise, conducted via the UWIDITE satellite link. Linda Craigie-Brown of Jamaica Save the Children Fund (UK) and Owen Ellis assisted with the course, and this staff team was most grateful to Marva Springer of PAREDOS (Barbados) and Marcelle DeGovia of SERVOL (Trinidad) for their selfless provision of on-site coordination of the testing exercise.

In this exercise, twenty-four facilitators were guided through UWIDITE sessions to introduce the draft handbook in three parent groups per country. Feedback from the training and parenting sessions strengthened and greatly encouraged the final publication.

The last leg of this production was ensured by the Caribbean area office of UNICEF, which covered the balance of publication costs required and a dissemination and training exercise that introduced the Handbook to the countries linked by UWIDITE in June-July 1994.

We are grateful finally to Seneca Garraway for the coordination of this final production and dissemination activity, and to UWI lecturer in the Department of Sociology, Clement Branche, whose useful comments as a last-draft reviewer were deeply appreciated.

## A. BACKGROUND

By the 1980's Caribbean governments and other regional institutions had grown in their understanding of the critical life-shaping forces at work in early childhood. The long-term effects of healthy child development practices on character-building and thus nation-building were increasingly recognized, even if ready resources were not always available to support this recognition.

There was positive growth in numbers and quality of group care programmes for young children throughout the Caribbean from the mid-1970's through the 80's, organized by government departments and private organizations. But a survey in 1987 (Brown, CCDC) suggested that on average, 85% of Caribbean children age four and under remained in home settings, cared for by parents, siblings and other relatives or guardians.

The Caribbean Child Development Centre of the UWI's School of Continuing Studies was established in 1975 to promote healthy child development in the region through training programmes, research, the development of curricula and other materials, and policy development. In many regional fora, calls to CCDC and other institutions were increasing for information and materials to assist the parent education efforts of regional colleagues.

How best, then, to support healthy child development among home based caregivers? Surveyed parenting education efforts in the region seem primarily to be directed at women and teenage girls. Sometimes this is defended as appropriate and just, because raising children is traditionally "women's work", and because upwards of 40% of Caribbean households are headed by women. Female *de facto* headship may be even higher.

A search for materials on the Caribbean family produced a wealth of literature on the Caribbean woman and mother, fueled not in small part by energies and funds available during the International Decade for Women. But Caribbean studies on men and the family proved almost non-existent. Instead, stereotypes about men's attitudes and behaviours in relation to their families, mostly negative, have substituted for informed data.

CCDC was not comfortable addressing regional parenting education needs with only stereotypes about 50% of Caribbean parents. The Centre therefore established an overall research objective to study Caribbean men in relation to their mating and family life patterns. This research began in early 1990 enabled by a grant from the International Development Research Centre of Canada (IDRC) for a pilot study in Jamaica.

**B. THE RESEARCH:**  
**"THE CONTRIBUTION OF CARIBBEAN MEN**  
**TO THE FAMILY: A JAMAICAN PILOT STUDY"**

**1. OVERALL OBJECTIVES**

In brief the primary objectives of the research were the following:

- a) To provide a socio-historical perspective of the roles men in the Caribbean have played within and on behalf of the family.
- b) To survey and describe the current attitudes and behaviours of a cross section of men in Jamaica.
- c) To use a participatory research design to generate data as well as local analysis and problem-solving related to the topics of study.
- d) To make research findings available in formats to serve not only professional research/teaching interests but also the concerns of public educators, family life workers, gender studies groups, etc.
- e) To design formats and materials to be used to conduct similar investigations in Jamaica and other Caribbean countries to provide data to complement the Jamaican study.

In partial fulfillment of objectives (d) and (e), this handbook is designed to present the Jamaica-based research findings in summary form and to provide a tool by which men and women in other Caribbean communities can discuss, debate and extend their own understanding of the issues presented.

**2. METHODS OF INVESTIGATION**

This research project combined quantitative measures of men's attitudes and behaviours, assessed by a questionnaire, with qualitative measures derived in participatory investigative discussions.

### ***The Questionnaire***

The questionnaire offered opportunities to probe for more detailed, sensitive and confidential information from participants than afforded by group discussions; this approach also provided a check against the possibility that peer pressure in groups could influence contributions of participants.

Seven hundred men were interviewed in four Jamaican communities - - rural and urban - - representing a range of educational levels, vocational skills and employment experience among low to lower-middle income earners. One hundred and ten questions were designed to obtain information on men's social and employment background, offspring, child-rearing beliefs and practices, fertility and contraceptive practices. Responses also provided data on domestic division of labour, family responsibilities, the management of family conflict, and educational and income levels.

### ***Group Discussions***

Participatory research methods derive primarily from the experiences of sociologists, ethnographers and anthropologists who as participant-observers obtain in-depth materials over time. Participatory researchers are also committed to the personal involvement of studied communities in data collection and analysis, producing a data base that is then felt to be owned by the informants.

The participatory group discussions were therefore designed to involve women and men in analysis of men's family roles, and issues common to their interactivity in child-rearing and family life. An eight-week series of discussions, designed for a maximum of 15 men and 15 women, was organized to cover the same major topics of the research; these group sessions were conducted in the same or adjacent communities as surveyed. This allowed for comparison of results for validity and reliability with the survey data.

The findings of the two years of field work, derived from both methods of investigation, are briefly summarized in appendix I. More detailed discussion of the specific data which emerged from the questionnaire survey and from the discussion sessions is available in the full project report by Brown, Anderson and Chevannes (CCDC January 1993).

The findings indicated that traditional expectations for men and women still generally obtain, but are subject to growing pressures to change and adapt to social, economic and cultural forces. While Caribbean women are still seen as the primary caregivers/nurturers of children, many men are taking on more of these tasks, and - - significantly - - seem to be doing more than is credited. While having children has strong meanings for most men, performing domestic and child-rearing tasks are not generally seen as self-enhancing; the role of these tasks in defining manhood remains ambiguous at best, among men as well as women.

Despite these generalizations from research, total agreement on any topic was rarely if ever achieved. The attitudes and behaviours of men and women in relation to each other and to their children were as richly varied as the complex societies of the Caribbean would suggest.



### C. OBJECTIVES FOR THIS HANDBOOK

It is assumed that the conclusions drawn from Jamaica's experience will not necessarily be the same conclusions which groups draw elsewhere. However, it is hoped that the use of the handbook will:

1. Improve and widen participants' understanding of the role Caribbean men play in the processes of child socialization and cultural transmission;
2. Provide assurance that these roles, along with roles women play, can be strengthened, harnessed or consciously changed;
3. Remind both men and women of the important consequences for themselves, their families and their societies which beliefs and choices of behaviour represent; and
4. Extend and enrich, through the recording of group experiences, our collective knowledge and the literature about Caribbean families and family life.

It will be noted that the objectives are broad and ask facilitators and groups not only to seek information together - - about themselves and about their wider communities and sub-cultures - - and to record them for sharing with others, but to examine the consequences of expanded knowledge and understanding for their own lives. Session instructions often provide open-ended discussions in which widely varying opinions and feelings are anticipated, without concern for agreement or consensus. In this sense, persons seeking ready prescriptions for "fixing" their particular concern about any of the issues being discussed will perhaps be disappointed.

However, participants will be challenged to extend their participation beyond merely information-seeking (the primary objective of the sessions as designed for the research), to use new/shared information for decision-making and problem-solving in the varied arenas of their own family life. Therefore personal goal-setting exercises figure more prominently in the revised session materials.

Being a "good" or "effective" father or family man defies simple prescriptive definitions. But men - - and women - - who wish to gain greater satisfaction and to feel more effective as parents can be helped by facilitators to reflect on their own upbringing and present family life, examine alternative roles and behaviours presented within and outside group membership, and make behaviour choices that feel appropriate for themselves and their circumstances.

It is with these varied objectives in mind that the following guidelines for group facilitators are offered.

## D. GUIDELINES FOR GROUP FACILITATORS

Many persons reading this handbook may have had considerable experience in organizing and leading adult discussion groups. These persons may wish to use the following guidelines as "refreshers", reminders of lessons already learned in the field. But others may be less experienced and not too sure what to expect from this relatively new ground of exploration and discussion. It is essentially for these persons that this handbook is written and it is hoped that many of the lessons learned from the research project itself, as well as from CCDC's accumulated experiences with parenting groups, will help the person relatively new to group facilitation avoid some common pitfalls in organizing and implementing groups.

### 1. WHO IS A GROUP FACILITATOR?

It is important to first emphasize that a group facilitator is not the same as a group leader. A group's leader could be the group's president, chairman of the evening, or the most talkative member. A facilitator is the person who helps the group do the task(s) for which it has come together. To FACILITATE, according to the Concise Oxford Dictionary, means "to make easy, promote, help forward (an action or result)."

The session outlines which follow are based on the firm conviction out of considerable experience that adults learn best in relaxed climates which draw from all participants their own experiences and analyses, in which ideas are shared and solutions to problems are explored, accepted, or rejected on the basis of each participant's assessment of his/her own situation and the perceived effectiveness of that solution for him or her.

The implications of this conviction for the choice of a facilitator for a parent group exploring issues of fathering are several:

- a) For this particular series, and wherever else possible in parenting groups, it is advised to have two facilitators assist the group, one male and one female. Not only does this change the usual pattern of female-led discussions and female presenters (in the field of parenting education), it also offers opportunity for role modeling such skills as cooperation, shared leadership, mutual listening, etc. It also allows for sharing the important task of recording participant contributions for feedback during the sessions.

- b) Experience would also suggest that if co-facilitation is not possible, then a male facilitator is preferred, at least at the outset of a series of workshops. Because women generally have had more experience and are more comfortable in parenting groups than men, male leadership that is sensitive to this fact can more readily set a climate in which men become equally comfortable to participate.
- c) The facilitator must be non-judgmental; a perfect solution for him may be inappropriate for others. This does not mean that the facilitator remains silent if a person displays or suggests obviously negative or destructive behavior (e.g. chaining a child to the bed to keep her "safe" while left alone); but behaviours can be questioned without rejection of the person. In most cases, such as the example given, however, other group members will likely condemn such behaviour and offer alternatives, often to more persuasive effect.
- d. The facilitator's primary focus must be on helping all group members make their contributions to discussion. He or she is not there to lecture, to preach, or to prescribe, but to empathise, to demonstrate tolerance, to carefully listen, to encourage and support. These abilities will be key to the satisfaction of group members.

## **2. WHERE DO YOU BEGIN?**

There are five critical areas of work required before the parenting workshop takes place to help ensure its success; these will be discussed briefly:

- a) Selection of Topic(s)
- b) Assigning Responsibilities
- c) Selection of Venue
- d) Recruitment of Participants
- e) Scheduling of Workshop Session(s)

### **Selection of Topic(s)**

It is ideal if a workshop series has been requested by a parent group with indication of their areas of interest and concern. However, if this group has never met or had opportunity to request particular topics, the facilitator may have to initiate a first meeting and topic (as an introduction) and provide the group options for future meetings. The series of eight topics which follow are provided as an option as is, but parents may wish to select from the topics for an abbreviated series, or add topics of special concern.

It is preferred that the facilitator not condense the material of two sessions into one. CCDC's experience is that the suggested timing is rarely generous enough to allow for activities and discussions to be effectively completed in much less time.

If topics are to be combined for a workshop, the time frame would have to be extended accordingly. In the research project, for example, one group met weekly for two hours a session; another group spent one day from 10:00 a.m. to 6:00 p.m. covering several topics.

### **Assigning Responsibilities**

If two facilitators are to lead the sessions, it is critical that the session plans are carefully reviewed and each person knows exactly which tasks she/he is responsible for. Confusion during the meeting is avoided and cooperative modeling thereby ensured. If group members are to assist in planning or implementing any aspects of the session, clear assignments and follow-up are equally important. A CCDC-devised checklist of tasks to complete for each session is appended as an example.

### **Selection of Venue**

Not every target community will have an ideal venue for a parenting series. In the CCDC research, some meetings were held by kerosene lamplight; one was held outside under a tree. However, to eliminate unnecessary distractions to the work the group has come to do, selection of venue is very important. The following suggestions are therefore given:

- 1) Select a space that is large enough for the whole group as well as for participants to divide into gender groups that can be ensured relative privacy.
- 2) Select a space that can be protected from "drop-ins"; confidentiality for the group as a whole should be protected.
- 3) If parents need child care to free them to participate, try to provide supervised care in a separate room where children will not distract their parents.
- 4) Accessibility to your target group is key; the venue should be as convenient and comfortable to the majority as possible. (CCDC has held sessions in rum bars as well as church halls.)

- 5) If communities are polarized along political, class, or any other lines, selection of venue becomes very critical; the location must respect all community sectors if it is to draw from more than one. Consult knowledgeable persons in the community if such polarizations are suspected.

### **Recruitment of Participants**

If a workshop is requested for an existing group, recruitment of participants may not be the responsibility of the facilitator (e.g. regular P.T.A. meetings, church groups, social clubs). In such cases the facilitator would need to anticipate numbers of expected participants and plan session activities accordingly.

If facilitators are recruiting a new group for a series of sessions, several suggestions are offered:

- 1) An ideal group size is between 15 and 20 for the sessions organized in this handbook. All can contribute without clamour, and smaller group activity is still possible.
- 2) Numbers of men and women should be equal if at all possible. When sensitive male-female issues are raised, equal numbers help avoid domination of the issues by either "side". When this is not possible, facilitators must assist the group to practice listening skills and avoid confrontations that produce more heat than light.
- 3) A mix of ages and experience among group members is desirable. PARENTING groups are not only for biological parents, but for older and younger family or community members with major childcare responsibilities.
- 4) A recruitment meeting or "entry activity" is recommended if facilitators wish to recruit members who will commit to attend for several sessions. In the CCDC research a large meeting was called to introduce the idea; "entertainment" in the form of role play material helped attract interest and begin discussion. After such a beginning, a facilitator can then describe the proposed series and request that those interested and able to attend the session sign up for a meeting in the near future. This meeting also gives opportunity for recruits to express topic interests, and to help select the most convenient days and times for meeting.

- 5) Recruitment door-to-door, through existing community groups, or by means of local publicity can also be used, but may take longer and may not allow for questions and clarification of the intent of the parenting sessions.

### **Scheduling of Sessions**

For the most well-intentioned participant, eight straight weeks of commitment may be hard to sustain. Respect for men's work and social activities is as critical as for those of women in encouraging their participation. This may mean avoiding domino club nights as well as church choir nights to accommodate potential participants.

Groups may wish to hold an all-day workshop to cover more ground at one time than is possible in weekly or twice-weekly sessions. Wherever possible, recruited participants should decide together on the most convenient scheduling for the number of sessions they will attend.

### **3. WHAT ABOUT THE SESSIONS THEMSELVES?**

There are four aspects of actually running the group sessions that need to be reviewed briefly before looking at specific session content. These are:

- a) "Warming Up" and "Cooling Down"
- b) Setting and enforcing ground rules for discussion
- c) Documenting the session
- d) Evaluating the sessions

### **Warming Up, Cooling Down**

Whether group members know each other well or not, warm-up exercises are important starters for each session. They are generally brief, non-threatening and entertaining activities that get participants' heads out of thoughts about external pressures and into working on the topic of the workshop. They also help persons to get acquainted, to relax, and to get comfortable with the idea of sharing personal information with others in the group.

"Cooling down" exercises are also important in most sessions. If debate, personal exchange, or content material have produced discomfort or such lively feelings that the atmosphere of discussion is at a "high" at session end, exercises to quiet and calm the

group, to set a warm tone for closing, may be necessary. Cooling down can take many forms — a song, a refreshment break, a physical exercise to release tension, a closing prayer. A sensitive facilitator may also wish to "cool down" after an exercise within the session before moving on to another activity.

Suggested Warm-Up and Cool-Down exercises are included in the session outlines which follow; facilitators may substitute other similar exercises known to them.

### **Ground Rules**

Participants need to agree early in the first session on a number of "rules" or guidelines that will help the facilitator(s) create and maintain the climate necessary for genuine and safe exchange of ideas and feelings. The basic ground rules should include:

1. ONE PERSON TALKS AT A TIME, not everyone at once.
2. Participants must KEEP CONFIDENTIAL MATERIAL INSIDE THE GROUP, and not carry anyone's business outside.
3. DIFFERENT OPINIONS ARE TO BE LISTENED TO AND RESPECTED; group consensus is not an objective of the sessions, and effective solutions to similar problems may differ among families.
4. "SIDE-CHAT" IS TO BE DISCOURAGED; it distracts others from working on the content of the meeting.
5. ALL GROUP MEMBERS SHOULD PARTICIPATE; the facilitator should curtail the domination of discussion by a few with firmness, and encourage quieter members to contribute.
6. Ideas can be challenged, but PERSONS ARE NOT TO BE ATTACKED.
7. DISCOURAGE THE USE OF NEGATIVE STEREOTYPES of men and women; they tend to polarize rather than promote understanding. Sessions are to explore meanings beyond mere stereotypes.
8. FEW QUESTIONS HAVE ONLY ONE ANSWER. Facilitators' questions are to open and widen discussion of topics, not limit the groups' explorations to what persons feel ought to be.

Groups may wish to supplement this list to suit their own needs.

### **Documenting The Session**

Two forms of documentation are strongly encouraged. The first is for the purpose of accurately recording the content of the meeting:

- a) to assist the facilitator evaluate, and/or
- b) to report to a sponsoring agency, funder, or the general public the outcomes of the workshop(s).

This kind of documentation can be done with a tape recorder for later transcription/summarization, and/or by an observer/recorder writing down as accurately as possible all significant exchanges, supplemented by facilitators' comments after the session.

The second form of documentation benefits the participants, and can best be accomplished by a two-facilitator team. As the group activities and discussions progress, one facilitator records on newsprint all significant contributions as made. During and at the end of the session, these notes should be read back to check accuracy and to note additional comments. This type of documentation serves the participants in two ways:

- a) it makes their contributions concrete before their eyes, thereby respecting and underscoring their worth; and
- b) it serves to reinforce the content messages in summary form.

This documentation also, of course, serves the facilitator by providing further documentation of content.

### **Evaluation**

Each session should be evaluated by participants verbally, or in writing if participants are sufficiently literate. Options for evaluation are suggested in Appendix III and can be adapted as deemed necessary. Participants' candid evaluations of the personal impact of the session on them are necessary if the facilitator is to learn what aspects of the meeting content and of his role as facilitator were most effective.

It is also important for the facilitators to critically reflect immediately after the session on:

- their own performance as facilitators
- the interaction of group members
- the usefulness of the planned activities in achieving the session objectives
- what changes could improve other sessions with this group or improve this session for use with other groups.

It can be very useful to facilitators, programme planners, funders, and any other interested parties to evaluate the entire series as well, to obtain feedback on the sessions participants felt were most useful, most memorable, could use improvement, etc. as well as their overall levels of satisfaction with the group experience. Suggestions for this type of evaluation are also in Appendix III.



## E. WORKSHOP SESSION OUTLINES

### INTRODUCTION

The session materials which follow attempt to replicate in general content, if not in every specific, the experiences of the discussion groups in Jamaica. It is recommended that, if possible, groups should experience the entire series. This is for several reasons. For one, the subject of Caribbean men and their families is a complex, multi-faceted one; a one-or two-session approach will likely result in a rather superficial understanding of this subject by participants and leaders. Secondly, if participants are to use the sessions for meaningful self-analysis and problem-solving, a full series provides more consistent reinforcement than is possible in only one or two sessions. Thirdly, the sessions are each organized around one primary aspect of the wider topic of "men and their families". Therefore, participants of only one or two sessions do not have the benefit of building their personal analysis from a broader base of inter-locking issues. If a full weekly series is simply not possible for interested participants, it is suggested that:

1. The series could be offered over a longer period of time, perhaps monthly, in order to better suit group members.
2. An all-day or week-end "retreat" could be organized to concentrate participants' investment. In this event, sessions might need to be selectively reduced/combined to ensure the main themes are covered over the period.
3. Sessions could be offered in two-or three session mini-series, offered when convenient to the interested recruits.

The form of the series might best be chosen through the use of an "entry event" (See Section C above). This introductory meeting or "event" offers a wider group of potential recruits opportunity to hear what the series is about, consider the options for organization of the series, for venue and for meeting times, and weigh their commitment to participate for the full series.

This initial meeting/event should provide a mini-workshop experience through the use of a warm-up, a participatory activity, and some discussion of the topic designed to "whet the appetite". Thus those who eventually opt to attend the workshop series have a pretty good idea of the length and nature of their commitment, as well as a taste of what the sessions will be like.

In preparing for any of the following sessions, it is important that facilitators become well-acquainted with the material, make whatever adaptations are felt necessary to suit the local context, and then conduct the session in their own words, in their own "style". Participants should never be READ TO from the handbook. Facilitators need to "own" the content and then convey it in ways that are most comfortable to them.

Similarly, the style of presentation needs to suit the literacy and educational level of participants. Some sessions suggest more writing activities than others. Any writing activity can be adapted to more oral presentation if this is more comfortable for participants. Summaries recorded by facilitators should be read back to participants. Selection of language, local patois use, etc. should also be determined by participants' comfort.

Many activities contain lists of suggested questions to guide discussion. Holding slavishly to all questions and to the order listed may kill group spontaneity in exploring the topic at hand. Questions can be used for a variety of purposes:

- to open up exploration of a topic;
- to introduce another point of view or provoke debate;
- to probe for greater clarity or depth;
- to draw in quiet members;
- to challenge a "polite" consensus that may cover differences that should be explored;
- to shift to another aspect of discussion when timely.

A sensitive facilitator uses questions judiciously and creatively, encouraging other questions to emerge from participants, and pursuing the questions of greatest concern and interest to participants, within the limits of the session time available. Balancing the pressures of time with the enthusiasms of participant discussion will prove the greatest challenge. The ultimate success of that balance will be in the measure of participant satisfaction and continuing commitment to the group's objectives.



## **Session One**

### **The Families We Come From**

#### **Objectives for participants:**

1. To become comfortable as a group with facilitators, and with discussing their personal situations with each other.
2. To develop ground rules for this and subsequent sessions to which participants agree.
3. To examine experiences and attitudes which relate to original families.
4. To discuss perceived impact of early experiences on relationships within present families.
5. To understand the 'logic' for the selection and scheduling of topics.

### **Preparation and Materials Needed**

- Name tags • newsprint
- markers • sheets of paper and pencils/crayons for each participant.

## **SESSION PROCEDURES FOR FACILITATORS**

### **Welcome, Statement of Objectives, and Ground Rules (10 min.)**

Depending on the nature of the group—whether newly formed or long-standing, whether persons are known to each other or unacquainted—facilitators will want to spend the informal time as members arrive to greet them, make casual introductions, distribute name tags, etc. It is not wise to wait too long for all persons expected to arrive—this tends to reward late-comers rather than encourage promptness.

In the formal opening of this first session, it is important that the facilitators' welcoming comments include clear introductions of themselves and their roles throughout the session/series. It is important to make clear the facilitator's (or convening organization's) rationale for organizing this series and for participant recruitment, and then to state the objectives for this session and for the series. Facilitators should also spend a few minutes asking participants what their expectations are for the workshop series. In this way everyone becomes clearer on what can and cannot be achieved in this and subsequent sessions, and they can "contract" to work together to meet as many common concerns as possible.

To this end it is especially important in Session One to review ground rules for activities and discussions and gain consensus from participants to follow a set of basic rules. (Refer to Section D, sub-section #3 above in this regard.)

In each subsequent session, after informal greetings and introductions, and before the warm-up activity begins, facilitators should briefly state the objectives for that session and clarify as needed. They should also remind participants, especially if new members are present, of the basic ground rules agreed upon, to ensure full and satisfactory participation of all persons attending the session.

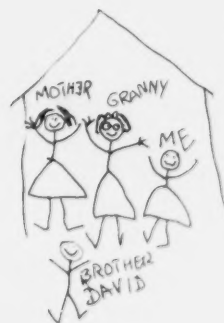
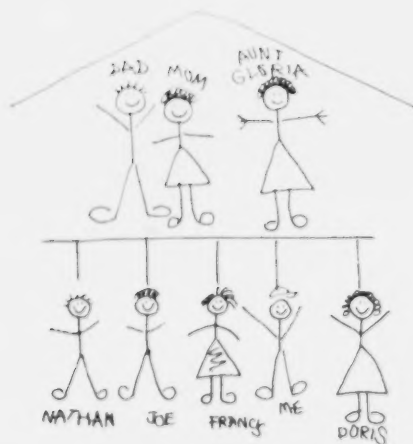
### WARM-UP ACTIVITY: ATOM (5 min.)

Everyone walks rapidly in any direction. When Facilitator calls out "ATOM" and a number, participants organize themselves quickly into groups of that number; e.g. "Atom One": Stand alone. "Atom Four": join arms/hands with three other persons. Action should be fast, make people laugh, and end up with everyone relaxed and comfortable. Group returns to chairs in a circle.

### ACTIVITY ONE: FAMILY TREE (10 min.)

Facilitator passes out paper and pencils/crayons to each participant, asking them to draw a diagram of their family of origin, defined as the family members the child grew up with. If the child moved among different family members in different locations, they are to diagram the family they lived with at age 10, but draw the other significant family members at a distance.

"Family" can include other persons not related by blood but who performed the functions of a regular family member. Make it clear this is not an "art contest" – stick figures, boxes, or circles can all work. It is information that is to be captured in the drawings, not creative ability. Facilitators can give examples, such as:



## **ACTIVITY TWO: SMALL GROUP DISCUSSIONS (30 min.)**

Play ATOM again to divide into smaller groups of 5 or 6 persons, mixed male and female. The following instructions are given to participants:

1. Introduce your family with your drawing, and state similarities or differences to your present family structure.
2. Discuss: When you were small growing up, was this a happy time? Why or why not?
3. Are there any experiences that you had as a child that you would not want your child to go through? Any that you especially want them to go through?
4. How did your family of origin influence how you raise your own children?

The facilitator(s) call for the Break at the end of 30 minutes, or sooner if discussion has slowed.

**BREAK** for refreshments or informal stretching and chatting (10 min.)

## **ACTIVITY THREE: PRESENT LINKS WITH FAMILY OF ORIGIN (20 min.)**

Group reconvenes and one member from each smaller group summarizes briefly the issues they discovered they had in common, or that may have been unique. These key issues should be recorded by scribe/co-facilitator.

Facilitator then encourages discussion of the links that remain with families of origin.

The following questions may help guide participants' contributions:

1. Do you live with any member of your family of origin? If not, do you visit regularly, seldom?
2. Do you support any of them financially, or do any of them support you? What other supports are exchanged?
3. Is financial support either way an obligation/right when children become adults?
4. How do you think adult children and their parents should relate in terms of emotional support?

5. What part do your parents play when you're having problems—at work or at home? Do you seek their advice?
6. Do you share happy moments? In what way?

**ACTIVITY FOUR: CALYPSO DILEMMA** (10 min.)

In the late 1950's Lord Kitchener made a popular Calypso called 'Wife and Mother'. In the song a boat carrying a man, his wife and his mother capsizes. The man is faced with the dilemma of which one to save first, risking the loss of the other. The lyrics include:

*" If your mother and your wife were drownin'  
I want to know which one you'll be savin'...  
Well for me, I'll be holding on to my mother  
for I can always get another wife,  
But I can never get another mother in my life."*

What do participants think about these sentiments? Facilitator can ask: If you were in that boat, how would you act? Or, if a more real life situation is desired: If your mother and your baby mother both needed a significant amount of money, and you only had enough to help one, to whom would you give the money? Discuss the reasons for their choices, and the pressures faced by many men to divide their financial and emotional resources among more than one family.

**SUMMARY** (5 min.): Facilitators sum up main points in the session, with particular reference to material recorded from participants.

**COOLING DOWN, CLOSURE:** (10 min.)

Attendance should be taken, evaluation forms or verbal evaluations conducted (see Appendix C for formats) and a final song can be sung. The topics, dates, times and venues for future sessions should be announced.



## **Session Two**

### **The Families We Create**

#### **Objectives for participants:**

1. To examine views about how families are formed and to define "the Caribbean family".
2. To establish the range of meanings children have for men and women, and how children affect male-female relationships.
3. To promote reflection about one's own personal attitudes and behaviour in "getting" and "having" children.

**Preparation and Materials Needed**

- Newsprint • markers and tape.

**SESSION PROCEDURES FOR FACILITATORS**

**Welcome and Statement of Objectives** (5 min.)

**WARM-UP ACTIVITY: FARMER IN THE DELL**

Instruct the group to stand in a circle, and sing and act out the familiar children's ring game, "The Farmer in the Dell" (or Den, as sung in some places):

The farmer in the dell, the farmer in the dell,  
Hay, ho, the derry-oh, the farmer in the dell.

The farmer takes a wife...etc.

The wife takes a child...

The child takes a nurse...

The nurse takes a dog...

The dog takes a cat...

The cat takes a rat...

The rat takes the cheese...

THEN...

The farmer runs away...

The wife runs away...and so on through the verse,  
until...

The cheese stands alone!

### **ACTIVITY ONE: SMALL GROUP DISCUSSION** (30 min.)

After the ring-game, divide participants into small groups of 4 or 5, mixed men and women.

Ask groups to reflect on their own observations and personal experiences in discussing how this game may or may not relate to real family life in the Caribbean. Give them 15 minutes, and ask one person in each group to record their main discussion points on newsprint for later sharing.

Reconvene the group. Ask a representative of each small group to report the main points, referring to their newsprint record. Encourage discussion of common and different points raised in groups with questions, e.g.

- . Is the farmer always supposed to take the wife?
- . Can the wife take the farmer?
- . Why does one take the other?
- . What if the wife is the farmer (breadwinner)?
- . What happens if the farmer takes more than one wife?
- . Can the wife take more than one farmer?
- . What happens when the care of the child is given to someone else ("the nurse")?

Note after about 15 minutes of discussion that many themes have emerged that will be dealt with several times again during the course of the workshop series. To wind up this section, summarize key points and announce the break, and that the topic following the break will be "When the child arrives..."

**BREAK** for refreshments, informal stretching, chatting (10 min).

### **ACTIVITY TWO: THE NEWBORN BABY** (40 min.)

After break, divide participants into two groups by gender, and give the two groups the situations below to develop into a 3-4 minute role play which they will perform for each other.

**MEN:** Group of men on street corner. Male friend arrives and tells others that a woman in the area has just had a baby and says it is for him...(Develop the scene)

**WOMEN:** Group of women standing at a gate. One tells the others about the man next door who dotes on his new baby son or daughter, doing everything for him/her. They begin to talk about the fathers of their children...(Develop the scene)

**TIP TO FACILITATOR:** When the two groups come together to sit again in a circle to watch the "performances", ensure that men and women mix up their seating around the circle. This helps to avoid the appearance or tendency of gender groups to "take sides".

Ask the men to perform first, and guide the discussion afterwards to address such questions as:

- Does having children change men? If so, in what ways?
- What would happen if the child is suspected to be a "jacket"? (A jacket is the offspring of another sexual union, but "assigned" to a man as his.) What would be the man's reaction? The reaction of his peers?
- Does having children mean the same things for men as for women? What are some of these meanings?
- How many children should a man have?
- What if a man or woman can't have a child? How does each feel about this?
- Do men feel the same for step-children as they feel for their natural children?

Then ask the women to perform. Questions to assist discussion could include:

- Do the women see the man's care of the baby as appropriate, desirable? Or as taking over their work, invading their "territory"?
- Do women generally encourage their partners to be interested in and care for their children? Do they pass on the skills required? In what ways are these skills encouraged or discouraged in this society?

- What messages do men and women give their male and female children about child care skills?

### **COOLING DOWN, CLOSURE** (20 min.)

Discussion on these issues can be very lively and even confrontational. You may need to remind participants of the ground rules to which they agreed, and enforce them with firmness to keep discussions mutually respectful. In pulling the discussion to a close, ask each person around the circle to give one sentence that sums up one thing learned or observed in this session. You can add any other summarizing comments to encourage tolerance and understanding of different cultural norms and personal behaviours.

The group can sing "I believe the children are our future" (Whitney Houston), or a similarly appropriate song to wind up the session.

Record attendance and evaluate the session with participants.





### **Session Three: Domestic Roles Within The Family**

**Objectives for participants:**

1. To describe present patterns of domestic activity of men and women.
2. To share attitudes about effective division of labour in families in relation to such issues as equity, cooperation, competencies, etc.
3. To recognize the importance of constructive communication about this issue, and about related issues of skills training, equity and cooperation within the family.

**Preparation, Materials needed:**

Prepare four sheets of newsprint, each with one of the following headings:

**6:00 a.m.**  
men | women

**12 noon**  
men | women

**6:00 p.m.**  
men | women

**12 midnight**  
men | women

Also supply sheets of newsprint and markers for recording discussion in gender groups.

**SESSION PROCEDURES FOR FACILITATORS**

**Welcome and Statement of Objectives** (5 min.)

**WARM-UP ACTIVITY: GOOD MORNING!**

Ask members to stand in a circle, then direct them to mime (silently act out) the actions below as you suggest them (vary as creatively as you wish):

"Pretend you are just waking up in the morning...you yawn and stretch...still very sleepy, you put on the tea kettle...then head for the shower...you take off your nightclothes...turn on the water...get in the shower, and bathe...you turn off the water...step out of the shower and dry off...put on your clothes...and now you're wide awake, ready to face whatever is next!" And ready for the next Activity!

**ACTIVITY ONE: TIMES OF THE DAY** (40-45 min.)

Explain that in this session participants will look at how men and women think about and share domestic tasks in the home, starting with some role plays to draw out some of the key issues.

Recruit two volunteers—a man and a woman. Ask them to stand in front of the group and to think about what they believe most MEN in their community are doing at 6:00 a.m. They are then to act out this activity (one at a time) for the rest of the group to guess; co-facilitator should record on the 6:00 a.m. wall chart the tasks as guessed. After the two

volunteers' activities are noted, ask the larger group if they agree that these are the major things men do at that time of the day, or would they add or subtract items? Amend the list as needed.

Then the same two volunteers act out activities they believe most WOMEN in their community are doing at 6:00 a.m.; these are similarly recorded on the wall chart for 6:00 a.m.

Repeat this role play and listing of activities with new volunteers charting activities of men and women at 12 noon, 6 p.m., and 12 midnight.

To summarize, ask participants to discuss briefly what they notice when they look over all the completed charts.

**BREAK** for refreshments or informal stretching, chatting. (10-15 min.)

### **ACTIVITY TWO: CHILDREN'S SONGS** (45 min.)

Decide as a group on a familiar children's rhyming song or nursery rhyme that everyone knows. Sing it through together once to remind everyone of the tune. Then divide the group into men and women, and ask each gender group to review what they learned from the "Times of the Day" exercise, what they felt about it. They then are to compose a song, using this same tune, pretending they are children. The women's song is to describe what they believe (as children) DADDY'S day should be like. The men's song is to be about what they believe MOMMY'S day should be like. Make sure directions are clear and each group understands its task.

When the groups have finished their compositions, they are to reconvene and perform their songs for each other.

Summarize this activity by asking what they have learned from this exercise. Do we see things differently when we are asked to consider our roles from the child's point of view (as in the song)? In what areas do men and women agree, disagree?

### **COOLING DOWN, CLOSURE:** (10 min.)

Ask participants to give one word each that sums up for them what they got from this session. Take attendance, complete evaluations of the session (verbal or written), and sing a closing song liked by all.



## **Session Four**

### **Peer Influences On Family Roles**

#### **Objectives for Participants:**

1. To probe how the attitudes and behaviours of a man's peers affect his sense of personal identity.
2. To examine the extent to which men's male peers influence their attitudes and behaviour in relation to their families.
3. To compare and discuss men's and women's perceptions about peer influence on family life.
4. To discuss man's roles in relation to his children.

### **Preparation and Materials Needed:**

1. Obtain CCDC's "Content Grove" Series, a video cassette with several parenting programmes on it (from CCDC/University Centres). If not available, see end of Session for Alternative to Activity One.
2. A television and VCR cassette player are required for Activity One and should be set up in the meeting room before meeting begins. Ensure that the cassette is ready to play programme # 3, "Daddy's Home".

## **SESSION PROCEDURES FOR FACILITATORS**

### **Welcome and Statement of Objectives** (5 min.)

### **WARM UP: MEMORY LANE** (10 min.)

Ask participants to form pairs preferably linking with someone they do not know well. They are to introduce themselves, tell how many children they have/are responsible for, and then say what they like least about being a parent/caregiver, and what they like best. If time allows, anecdotes learned can be shared with the larger group. If not, reconvene group for Activity One, commenting that some persons find that being a parent affects their relationships with friends, and vice-versa. The next activity will look at this issue.

### **ACTIVITY ONE: VIDEO PROGRAMME: "DADDY'S HOME"**

Ask participants to watch the Video programme once with little introduction to content.

After first viewing, ask each participant to make a one sentence observation about the film. These should be recorded in brief. Interactive discussion should be minimal, only for clarification.

Watch the film again; ask participants before viewing to keep in mind each other's first observations and to look for:

- . . definitions of a man AS A MAN
- . . what views men hold about helping to nurture children
- . . fathers' traditional roles as provider and disciplinarian
- . . expectations of spouse vs. friends
- . . importance of peer opinion to men, and of "saving face"

You can use these points to probe discussion after the film is completed a second time. You may need to remind people to listen to each other's views and take turns speaking to avoid "overheating" on some issues.

Summarize by asking participants if they have learned anything new from this discussion. Keep this to a few brief comments, and then state (in own words) the following, and/or other conclusions reached from discussions:

1. It's clear from discussions that even if we may disagree in some ways, men feel strongly about their role to be actively involved in ensuring the care of their children.
2. Men care about what their friends think about them—but also about what their partners and children think of them.
3. More communication between partners is needed about feelings.

**BREAK** (10-15 min.)

**ACTIVITY TWO:** IN THE CORNER SHOP (40 min.)

Divide into a men's group and a women's group and ask each group to develop a role play around the following scenario; they have 10 minutes.

*A group of men friends are chatting in a local bar. One man's female partner comes in; she asks the man to come home to care for the children as she has been called for a job.*

Role plays can be enhanced with props if available. Groups can flip a coin to see who presents their play first. After both groups have presented, the following themes may be examined:

- Differences between what is imagined and what is real about how men and women see each other
- Degree of conflict in men between needs/pull of friends and of family
- How men and women view use of leisure time, money and outside activities
- Effect of temporary or long-term role reversal (woman as provider and man as nurturer)
- Traditional attitudes about manhood vs. "modern day" concepts
- Effects that peer pressure on parents may have on children
- Ideas about effective balance between family and friends for men and women.

Summarize the main points of discussion, points of agreement and disagreement, emphasizing that the primary aim of the session is to improve understanding of feelings of men and women, in order to improve their communication about family concerns. You may wish to ask for personal reflections in this regard, particularly as they relate to ways in which improved communication has been helpful.

#### **COOLING DOWN, CLOSURE:** (5-10 min.)

As this discussion will have generated considerable debate, the session should close with some calming, unifying song or hymn known to all. For example, the familiar "The more we get together, the happier we will be" could be extended with verses about "the more we learn together...", "the more we listen together...", "the more we reason together...", etc. Have group join hands around the circle to sing.

Take attendance and evaluate the session with participants.

#### **ALTERNATIVE TO ACTIVITY ONE** "PUBLIC EAR" (45 min.)

Have participants seated in a circle. Two facilitators (or a facilitator and a prepared volunteer) are required for this activity. One facilitator is the Talk Show host of "Public Ear", a daily phone-in programme; the other is the co-host (who helps stimulate debate, provoke lively discussion, etc).

The participants will be phone-in callers. If you anticipate difficulty for the group in maintaining the discipline of speaking one at a time, a ball could be used to signify the "caller"; when a caller is finished speaking to the Talk Show host, he/she tosses the ball to the next "caller" to make his or her point. Hand-raising and recognition by the host or co-host may also work.

**Host:** *Welcome, ladies and gentlemen in Radioland. This is John/Joan Speakman with your number one call-in discussion show, "The Public Ear". This evening we invite you to call in and share your thoughts about the current controversy surrounding the "National Father of the Year" award.*

*According to reports, the controversy started when this year's winner, Mr. Wainwright Williams, hit out against the idea of men sharing the housework and spending more time playing with or caring for children. Mr. Williams was quoted as saying: "I am a good father because I provide for my family. My children never need anything. My job as man of the house is to be a good breadwinner and a source of discipline. A man doesn't have to do woman's work to be a good father. MAN IS MAN!"*

*Naturally, Mr. Williams' comments drew criticism from a number of people, including last year's winner, Mr. Walcott Beckford, who insists that a good father should share in the caring and nurturing of children. Some people have been calling for the award to be taken away from Mr. Williams, and some women have called for the scrapping of the award all together.*

*What are your views? Please call in and share them with us...*  
(Participants now respond.)

### **Hints on Procedures for the "Show":**

1. If "phone calls" come in immediately from the participants, the co-host's role will be to help order and balance the debate, coming in perhaps to raise a different point of view or look at the "flip side" of someone's point. If phone calls come more slowly, the co-host can provoke discussion with something controversial, e.g. "No woman wants a soft man, right, callers?"
2. Hosts can give the following direct "quotes" from the Awardees to further provoke discussion if deemed useful:

Mr. Beckford (last year's winner): "My house just light up and the children happy and bubbling when daddy come home. It's a good feeling. It mek mi head swell wid pride".

Mr. Williams (this year's winner): "At my house, the children straighten up and all nonsense stops when Daddy comes home, and that's a good feeling: to know your house is being run with discipline".

3. Host and co-host should stay in character, provoking discussion until a wide range of opinions have been expressed. When seen as timely, the Host should wrap-up the show and wish all good-night.

Then facilitators can resume their own roles and lead further discussion on the topics raised, recording key points. Back in the facilitator role, remember, it is important not to push a personal point of view (as you may have done as host/co-host), but to help participants analyze their own positions and the consequences of them in their own families.

Questions that may help guide this section of the discussion can include:

- a) What are the effects on men of the different roles they play in the family? What roles bring pleasure, satisfaction?
- b) What part do women play in encouraging, discouraging certain roles that men could play in the family?
- c) What do children learn from observing the roles men and women play in their upbringing?
- d) Can children be "spoiled" by too much love or caring from both parents?
- e) What roles is it most important for men to play from a child's point of view?

Wind up the discussion summarizing the key points of agreement and of remaining controversy which have been recorded. Break for refreshments.



## **Session Five**

### **Relationships With Our Children**

#### **Objectives for Participants:**

1. To reflect on the positive and negative feelings which children commonly produce in adults.
2. To identify behaviors in children and in parents which contribute to these positive and negative feelings.
3. To understand the range of skills required for effective parenting and to assess one's own skills as a parent.
4. To set personal goals to practice one or more parenting skills which may need improvement.

**Preparation and Materials Needed:**

- Newsprint • markers • tape (or chalk, blackboard).
- Copies of Goal-Setting Exercise for all participants (photocopy last page of this session)

**SESSION PROCEDURES FOR FACILITATORS**

**Welcome and Statement of Objectives** (5 min.)

**WARM UP: WALK AND TALK, A MID-SERIES REVIEW** (10-15 min.)

Participants move rapidly in different directions while facilitator claps; when clapping stops everyone freezes and then shares with nearest person thoughts about how the workshop series has been for him/her personally so far. When facilitator starts clapping again, participants must move on quickly until clapping stops; the twosome discussions are repeated with participants encouraged to talk about different aspects than the first discussion. This can be repeated one or two more times until it is felt that persons have given a full review of their experiences to date with these sessions.

**ACTIVITY ONE: FEELINGS ABOUT CHILDREN** (20 min.)

Participants sit comfortably in a circle and facilitator asks them each in turn to state one feeling generated by children, positive or negative. Two lists (positive and negative) are to be recorded by other facilitator or volunteer as words are given. Participants can then add words to either list until the lists represent the most common feelings, good and bad, which children can produce in adults.

The group then answers about the list of POSITIVE feelings:

- a) What do children do to produce these positive feelings?
- b) What do we as parents do to produce these feelings?

Record the responses briefly.

Next the group answers the same two questions about the list of **NEGATIVE** feelings, and responses are again recorded. The idea is to help participants make connections between behaviours/words and their consequences – for parents and for children.

### **ACTIVITY TWO: KEY PARENTING SKILLS (30–35 min.)**

The group then divides into two groups (mixed men and women) to discuss further what specifically parents can do to produce more positive feelings about their children and about themselves as parents. Participants should first be asked to define what they understand as “skills” of parenting.

Emphasize the point that parenting skills are **LEARNED** and not inborn. Skills of parenting include all the things a parent knows/learns how to do to encourage and support the healthy physical, emotional, social and spiritual life of his/her child. Some can be considered “common sense”; others aren’t acquired so easily. Skills are not easily separated, either, from parents’ values, beliefs and cultural norms (i.e., we develop greater skills around issues that have greater meaning to us).

Groups may be helped to list and discuss specific parenting skills by asking the question: If I want a certain outcome in my child (e.g. mannerliness, good sportsmanship, self-discipline, healthy eating habits, etc.), what are the things I need to do/learn to help this happen? One facilitator could help visualize this by recording comments on newsprint under the headings:

#### **DESIRED OUTCOME**

#### **HELPFUL PARENTING SKILLS**

The Parenting Partners Assumptions handout (See Appendix) could be used to assist the facilitators in drawing out the specific tasks parents perform to produce desirable results in their children. Like any skills, it must be noted, these get easier and are more effective with practice.

After 20-25 minutes of discussion, the two groups should take their break for refreshments/stretching and then resume as one group.

### **BREAK (10 min.)**

### **ACTIVITY THREE: PARENTING SKILLS AND GENDER (15 - 20 min.)**

The recorded lists from Activity Two should be reported by groups to each other, noting similarities and differences in these lists. For a few minutes, discuss the following questions:

- a) Are any of these skills developed more by mothers than by fathers? Or vice-versa? If yes, why has this been so?
- b) Are there any skills that a woman shouldn't practice? Any that a man shouldn't? Why or why not?
- c) Does raising sons require different skills than raising daughters?

After discussion, you can note in summary the points of agreement and disagreement on these questions. But you should also note that research in many parts of the world suggests that both men and women are capable of performing all parenting tasks equally well, except those dictated by human biology, and that men and women are quite capable of raising both sons and daughters. The differences, then, in parenting skill levels are shaped primarily by culture. Cultural norms do change, and that is why there is so much current discussion on the changing roles of men and women.

### **ACTIVITY FOUR: GOAL-SETTING, CLOSURE (20 min.)**

To help participants relate earlier discussions to their own situations, give each a copy of the "Goal-Setting" exercise (photocopied before session). Ask them to reflect quietly on their own abilities and skills as parents/caregivers. Urge self-honesty in these appraisals. Then ask them to fill in the goal-setting form. Give specific examples to clarify task and help them avoid broad generalizations. Three such examples follow:

- a) SKILL I use regularly: I am a good cook.  
SPECIFIC ways I plan to use this skill this week:  

I will cook my son's favourite dish when he completes his homework on time.

- b) SKILL I use regularly: I am generally a good listener.  
SPECIFIC ways I plan to use this skill this week: I will encourage my daughter to tell me all about what's happening at school and listen carefully and non-judgmentally.
- c) SKILL I want to learn/improve: Rewarding positive behaviour, less punishment of bad behaviour.  
SPECIFIC ways I will practice this this week: When my son does his household chores, I will not pick on the things that aren't done well, but notice and commend everything he tries to do.

Encourage participants to practice this kind of goal setting every week, even if they do not formally write down everything they plan to do. Remind them that taking time regularly to evaluate their own progress and set personal goals is not only a way to improve their skills and feel good about themselves as parents, it models disciplined goal-setting and self-honesty for children in the family.

They can discuss how they felt about this exercise if they wish, or it can remain a quiet, personal activity. They are to take home their goal sheets and post them prominently as a reminder for the week.

NOTE: If some participants are not comfortably literate, this exercise can be adapted for discussion/reflection without writing.

**CLOSURE:** After the goal-setting exercise take attendance and evaluate the session with participants.

## **ACTIVITY FOUR: GOAL SETTING EXERCISE**

### **MY PARENTING SKILLS**

**THREE parenting skills (or more)  
I use regularly with my  
children:**

---

1.

2.

3.

**THREE parenting skills (or more)  
I want to learn/improve:**

---

1.

2.

3.

**Specific ways in which I plan to  
use these skills THIS WEEK:**

1.

2.

3.

**Specific ways in which I plan to  
practice these skills THIS WEEK:**

1.

2.

3.



## **Session Six**

### **Factors Which Influence Personality Development**

#### **Objectives for Participants:**

1. To link their own childhood experiences to their feelings about themselves as adults.
2. To discuss and weigh the various influences in early life from in and outside the family which shaped their personalities, opportunities, experiences.
3. To relate this understanding to the influences which now shape the development of their own children.
4. To understand their own roles as their children's most important teachers, socializers.

### **Preparation and Materials Needed:**

Six signs are to be prepared for Activity One before the session which will be put up on the wall at eye level before participants arrive. These six signs should be printed large enough for all to see, and on paper large enough for names to be signed under each heading:

**PARENTS  
OTHER RELATIVES  
CHURCH**

**STREET CULTURE /COMMUNITY  
SCHOOL  
FRIENDS**

Newsprint, markers and tape will be needed for recording.

Copy Parenting Partners "Assumptions"  
if planned as Handout at closure.

### **SESSION PROCEDURES FOR FACILITATORS**

**Welcome and Statement of Objectives** (5 min.)

**WARM UP: MEMORY LANE II** (10 min.)

Ask participants to pair up with someone they may not know as well as others. Instruct pairs to share events or activities in their earliest years that they recall made them feel very positive about themselves, gave them a sense of positive self-esteem. When they have chatted briefly, ask members how they felt about recalling and sharing these memories. Are there any experiences in common?

**ACTIVITY ONE: STRONG INFLUENCES** (30 min.)

Draw participants' attention to the six signs placed at different points around the room. Ask them to think about which of these factors in their childhood they believe had the most influence in shaping the adult they became. Give examples as needed to make clear.

Ask participants to move around the room, and each sign his/her name under the three headings which she or he believes were the strongest influences in determining his or her personality.

Each person is to decide which of these three was of Number One importance, and put a #1 beside his/her signature. Similarly each is to decide which was Number Two and Number Three influence, then add those numbers beside his or her name on those signs.

After they have signed three times, they are to STAND under the heading which they indicated was the # 1 influence. Ask the persons standing under each sign to discuss why they chose that factor as # 1; discuss each sign in turn with those standing there. If there are signs that no one chose for # 1, 2 or 3, discuss why this might be so. If there are other strong influences not represented by these six common socialization factors, discuss these.

Record the key discussion points as they are raised; one facilitator should summarize these at the end of the exercise and relate these to what is understood about socialization of young children. You can cite or paraphrase the following:

*Every individual undergoes the process of socialization into a group, society or culture. Socialization refers to the process by which one acquires the values, norms, habits, skills and knowledge necessary for effective functioning within one's group or culture. It occurs in various settings: the family, the school, peer groups, and the church, to name a few. Each socializing agent has effects that vary in their quality and permanence. The family is the most powerful socializing agent for three reasons. First, it is the primary source of influence during the child's early formative years, when he/she is most impressionable. Second, it enjoys the special impact deriving from bonds of attachment. Third, its influence is continuous over time. Socialization within the family is therefore of critical importance in the development of the child and determines the knowledge, skills, attitudes, and values which prepare or fail to prepare him/her for societal roles.*

From Hyacinth Evans, "Perspectives on the  
Socialization of the Working class Jamaican Child",  
Social And Economic Studies, Vol. 38, #3, 1989.

**BREAK** (10-15 min.)

**ACTIVITY TWO:** CHILDREN'S TRAITS (30 min.)

Activity One helped participants to understand the roles of the primary agents of socialization in their own lives and the lives of others. Activity Two will focus on how socialization in the family actually works—how children develop key personality traits within the family.

Ensure that all participants understand what is meant by "personality traits" with questions and discussion, or with an exercise such as asking each person to name one of his/her outstanding personality traits (outgoing , hard-working, shy, etc.) and/or to name one strong trait of his/her eldest or youngest child.

Write on newsprint or poster in large print the following five traits:

|                 |                    |                  |
|-----------------|--------------------|------------------|
| <b>MANNERLY</b> | <b>INDEPENDENT</b> | <b>ASSERTIVE</b> |
| <b>OBEDIENT</b> | <b>CREATIVE</b>    |                  |

Ask each person to write down the five traits on a piece of paper, and then decide **WITHOUT ANY DISCUSSION WITH ANYONE ELSE** which of the five characteristics he/she feels is **MOST** important to encourage in his/her own child/children. They are to put a #1 beside this word. Then they decide on what is next most important and put a # 2 beside it, and then similarly decide on # 3, # 4, and lastly #5. Make it clear that these are not all the traits that might be desirable in children; they are five which are commonly favored by parents for their children.

(If participants are not very literate, the five traits can be read and explained, and persons can rank choices in their heads.)

Then use the ATOM exercise (See Session One, Warm Up) to break into mixed gender groups of five or six persons (or use any other simple way of dividing into smaller groups).

Ask each small group to discuss the reasons for their individual choices and try to reach agreement as a group on which trait should be # 1, #2, etc. This can produce some very animated debates!

After groups have had sufficient time to discuss their choices and to try to reach agreement, stop the discussions and ask groups to report to each other on their success (or not) at reaching consensus, and what they learned during this debate.

Participants can also be asked to discuss the following questions:

- Are Mothers or Fathers most responsible for the development of these traits in their children?
- Is this how it should be? Why or why not?

- Do we think some traits more important for girls? Some more important for boys?
- In what ways is a child's development affected by the absence for long periods of either parent, especially during their earliest years?

### **SUMMARY** (10 min.)

Tie up this exercise after the reports and discussion with a summary, making the following points (and others which have emerged as important in the discussions):

- 1) Our values about child-rearing go back to our own upbringing; they run deep, and are not easily changed.
- 2) Our choices of values as parents will strongly influence the results we see in our children. For example, if we strongly value obedience, this will dictate our behaviour in relation to our children and our expectations of our children's behaviour. Their personalities will likely differ considerably from children raised by parents who choose independence as a # 1 value.
- 3) Research tells us that children are born with certain physical traits and perhaps some genetic "tendencies" which they inherit from their parents. But most of the characteristics they develop come directly from interactions in their earliest years within their immediate families, they "learn what they live".
- 4) A child's personality is largely formed by the time he or she is six or seven years old. This doesn't mean the child cannot change at all, but it does mean that traits are largely "set" for life before formal schooling begins. That makes parents (or those who care most for the child in these early years) **THE MOST IMPORTANT TEACHERS** this child will have. A child who starts school feeling secure and who has gained positive self-esteem within his family is one far more likely to do well in school than is a child who arrives at school insecure and uncertain of what is expected of him or what he can do.
- 5) When either mother or father does not participate fully in the socialization of their child, that child loses one of his or her most important teachers, and the absent parent misses the powerful experience of shaping that child's personality. This is why parents who re-enter a child's life in later years often find it so difficult to influence and shape that child's behaviour.

**COOL DOWN, CLOSURE:** (5-10 min.)

If deemed appropriate, participants can be given the Parenting Partners Assumptions about how children learn best (see Appendix) as a reminder of much that was discussed in this session.

After closing discussion, have participants close their eyes, sit quietly, and recall those persons associated with the strongest influences identified in Activity One. Ask them to think about one of these persons who they believe was a very positive influence on them, and to imagine they meet face to face. They are to imagine a conversation in which they say thanks, or say whatever else they would like to say to this person.

After a few moments of silent imagining, ask participants in pairs to share:

- a. whether they have expressed their appreciation to this person in the past.
- b. what they would like to say, and why.
- c. whether they see this person's influence in the ways they relate to their own children.

A closing song or hymn can be sung if desired.

Participants are to evaluate the session before adjournment; take attendance.



## **Session Seven**

### **Sexuality And The Family**

#### **Objectives for Participants:**

1. To help clarify beliefs and challenge myths they may have regarding sexual behaviour.
2. To examine sex within the context of the family, especially as it relates to issues of love and power between partners.
3. To examine attitudes towards sexual initiation of children, with attention to differences of gender.
4. To discuss the impact of multiple sexual partners on family life, on children.

BEST COPY AVAILABLE

### **Preparation and Materials Needed:**

- Newsprint • markers • pens or pencils
- Questions for activity Two printed on newsprint or typed for two groups.

## **SESSION PROCEDURES FOR FACILITATORS**

### **Welcome and Statement of Objectives** (5 min.)

It will be particularly important when stating the objectives for this sensitive topic that participants are cautioned to maintain the principle of confidentiality—that any personal discussions must remain in the group and not become the topic for gossip outside. The importance of respectful listening with each other should be stressed.

### **WARM UP: PERSON TO PERSON** (10 min.)

Instruct persons to move quickly around the room, and when you call "Person to Person", each is to find a partner. There must be an odd number of persons; if the number of participants is even, the facilitator plays the game to make the odd number. When all find partners, the odd person is to call out body parts which partners are to touch together, e.g. "elbow to elbow", or "knee to knee". Partners are to hold all joined positions until the odd person calls "person to person" again, when each moves to find another partner. Again the new odd person calls out body parts to connect. This can be repeated again until all are laughing and relaxed. The facilitator can rule on "X-rated" calls if necessary!

### **ACTIVITY ONE: MYTHS AND FACTS** (30-40 min.)

Introduce this activity with something like the following:

Fewer topics create more myths and confusion than sex; adults are often as unsure as young people as to what is really factual. This quiz will help to identify and discuss common myths and some facts about sexuality, and prepare us for talking further about this important topic.

Give each person a paper and pencil. Names are not to be put on the papers. Participants are to number 1 to 15 down the page, and then answer beside each number whether they believe the numbered statements you will read are MYTH or FACT; they are to write M or F beside each. Tell them their answers will be kept confidential. After you read the fifteen statements which follow, and all participants have answered, collect the papers and redistribute them randomly. Then tally the answers one by one; i.e. after reading each statement, record the number of "M"s and "F"s answered. By raising hands based on someone else's answer sheet, confidentiality of responses is maintained and possible personal embarrassment avoided.

After scoring, the correct answers should be stated. Discussion can continue for a few minutes to clarify any points that participants may still be confused about or want to discuss more fully.

- (M) 1. If children learn about sex too early in life they will want to become sexually active early.
- (M) 2. A woman cannot become pregnant if she has intercourse standing up.
- (F) 3. A woman experiences sexual pleasure different from a man.
- (M) 4. Pregnant women lose all interest in sex.
- (F) 5. The size of a man's penis does not determine the degree of a woman's sexual satisfaction.
- (M) 6. Men need sex more than women.
- (M) 7. If the woman is on top, it means the man is weak and the woman is a nymphomaniac (sex-hungry female)
- (M) 8. A man can tell by the shape of a woman's hips if she will be good in bed.
- (F) 9. Sexual satisfaction usually depends on good communication between partners.

- (M) 10. As women grow older they lose their desire for sex.
- (M) 11. Handling boys "rough" will prevent them from becoming homosexuals.
- (F) 12. Exploring each other's genitals is normal in young children.
- (M) 13. In the early months of pregnancy, intercourse will cause an abortion.
- (F) 14. The sex of a child (male or female) is determined by the male parent, not the female.
- (M) 15. If a woman does not have an orgasm at the same time as the man she is frigid (or undersexed).

The following may aid discussion after the answers are given and clarified:

Why do we have so many misconceptions and areas of confusion about such an important topic?

- ...Parents don't tell children facts
- ...Parents don't know facts to tell
- ...Peer information often unreliable
- ...Partners often don't talk about real feelings, sexual wishes and experiences
- ...Sex education in school is recent, not always adequate
- ...Taboos from protective relatives sometimes reinforce ignorance

Reinforce the point that we should not be ashamed of not knowing; there are sources of information [cite local sources], and ways to learn from partners without embarrassment.

Break into groups of women only and men only for the next activity. If groups are large, they can be sub-divided.

## **ACTIVITY TWO: EARLY KNOWLEDGE (40 min.)**

Gender groups are instructed to discuss the following (which can be written on newsprint for all to see or typed on a sheet for each group):

1. How did you learn about sex? At what age do you remember knowing something about sex?
2. Was sexual knowledge conveyed to boys differently from girls? If yes, what were differences?
3. What are the effects on boys, girls and the wider society of girls being more protected (by family members) from sexual knowledge and experience than boys?

Groups are to develop a brief role play that conveys the main points of their discussions, and then present these to each other.

After these have been presented, discuss for approximately 10 minutes some of the things they as parents are doing/want to do with their own children to avoid some of the ignorance or confusion they may have experienced in learning about sex.

## **BREAK (10-15 min.)**

In our Caribbean society, as in others, sex and money often get intertwined. Ask participants to cite examples of this and to give examples of how this inter-relationship is popularized on the radio, on TV, and in dance halls.

Examples of some present and past popular lyrics:

- 1) Tell mi something woman, weh yu get outta man (x 2)  
Hol up yu han if yu get pension  
If yu get yu punany pension

From: Punany Pension by Johnny "P"

- 2) Whosoever will may come  
Defend yu money before yu lie dung

From: Whosoever Will by Terri Ganzie

- 3) Girl, pop style  
Cause a yu get di coil  
Yu man a spend money pon yu all di while

From: Pop style by Daddy Screw

- 4) Honey, You're the only one I'm dreaming of  
You're my turtle dove  
But no money, no love

From: No Money, No Love by Mighty Sparrow

- 5) Young man have strength  
But that is not cents  
She want a man fi let off recompense  
She affi pay light bill and rent

From: Twice My Age by Shabba Ranks and Crystal

- 6) No romance without finance

From: Nothing Goin' on but the Rent by Gwen Guthrie

Participants may offer other local lyrics making the same point. Then their group can be divided into two by gender (or remain together, depending on the comfort of the group with the topic and the judgment of the facilitators).

If divided, each group should have a facilitator who will report in summary form after discussion, maintaining confidentiality of personal information shared. Suggested questions for discussion include:

- 1) In what ways are money and sex linked in terms of the family, e.g. child support problems, jealousy issues re other family(ies), sexual power plays?

- 2) Does sex mean love? How else is love expressed between partners, other than with sex or money? Do men and women express love differently? How do children learn to express love?
- 3) How are children and the family affected (financially, emotionally, etc.) when the man or woman has an outside relationship? (The drawing on the following page can be used to stimulate discussion on the topic)
- 4) If time allows, the issue of sexual abuse/incest in the family can be discussed in terms of community attitudes, perceived prevalence, how children are affected, what should be done.

As many of this session's topics can be confrontational or even explosive, the facilitators will need to help the group with this by enforcing rules about listening, talking one at a time, and very importantly - by remaining non-judgmental themselves.

If the time for this session is limited, you may wish to plan for two sessions with this material, or to eliminate one activity, depending on your assessment of the group's needs and interests.

#### **COOL DOWN, CLOSURE:** (5-10 min.)

Particularly if debate has been heated, closure should bring people down and able to leave the session in a positive frame of mind, tolerant of differing opinions. Summarize the key points of the discussion, with emphasis on lessons that can be learned by listening sympathetically and trying to understand the other person's point of view, and lessons that children learn from parents' attitudes and behaviours on the topic areas discussed.

The following song can be sung if known by all, or one can be selected that is known and carries a similar message:

SONG: "It Takes a Woman and a Man"

by Rita Marley

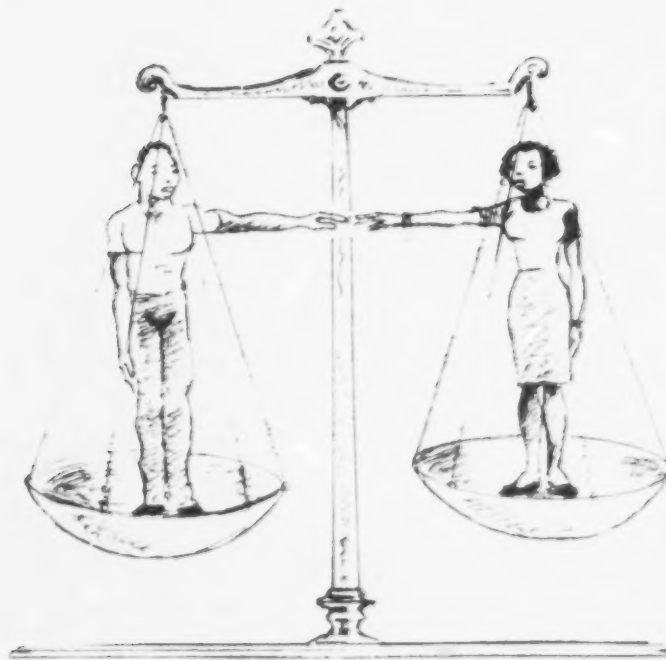
She is the moon, he is the sun,  
Together they become as one.  
She is a bird, he is the sky;  
He has the space, she loves to fly,  
So they fly.

Sure it takes a woman and a man  
To show the beauty of God's plan.

Take attendance and evaluate the session with participants.



BEST COPY AVAILABLE



## **Session Eight**

### **Putting It All Together**

#### **Objectives for Participants:**

1. To discuss the notion of the "balance of power" between the sexes and to evaluate what that balance means for them personally, as a community, as a nation.
2. To examine the ways in which personal and sometimes competing needs within a family can be met.
3. To review and assess any change in the group's present understanding of how men's roles in the family have been shaped, and of the dilemmas many men face in resolving conflicting messages about their roles.
4. To conclude the eight-session series with personal goal-setting and review of topics and interactions that have been meaningful.

### **Preparation and Materials Needed:**

This session should conclude with a social that, if possible, prolongs the positive interactions which have been promoted during these sessions together. Refreshments, music, whatever seems appropriate should be provided.

You will need copies of Owen Ellis's song (See end of session).  
Newsprint and markers for recording discussion need to be ready.  
The three role assignments for Activity Two should be copied and cut up to give to each of 3 groups.

## **SESSION PROCEDURES FOR FACILITATORS**

### **Welcome and Statement of Objectives** (5 min.)

#### **WARM UP: WALK AND TALK** (10 min.)

Direct participants to walk around the room looking for persons that they didn't know (or didn't know well) when the sessions began, but feel they know better now. When you clap your hands, they are to pair up with one of these persons. On first clap, pairs are to discuss for 2-3 minutes how they feel they have gotten to know each other better in these sessions.

On a second clap, they are to find another such person, and discuss (for another 2-3 minutes) how they feel about this being the last session of this group together, and what they would like to get out of it. On a third clap, they find a third person, and discuss together what goals they have set for themselves in their family, perhaps as a result of some of the discussions of this group.

#### **ACTIVITY ONE: REACH AND STRETCH** (20 min)

Ask participants to come together in a standing circle and to think about the goals they would like to achieve for themselves, and with their family. Ask them to physically stretch up and reach for them, thinking of possible obstacles, and to stretch and reach further beyond these imagined obstacles. When stretched to their limits, ask them to slowly "come down" and be seated in a circle. You can ask if any wish to volunteer to share the goals they were reaching for and how it felt to reach for them; there should be no pressure to share.

The following questions can be used to continue the discussion:

1. What kinds of obstacles in and outside the family do we see that we fear may prevent us reaching our goals for our family?
2. How do we usually face and deal with obstacles in the family?  
As men? As women?
3. What usually happens when our personal goals seem to conflict with the goals of other members of the family? Are there differences for women and men?

Summarize, then move to next Activity

## **ACTIVITY TWO: REACHING GOALS TOGETHER (30 min.)**

Divide participants into three groups: an all male group, an all female group, and a mixed group. Each group is to design the role for one of the following three characters for a role play that will analyze how meeting personal goals are approached in the context of a family. The mixed group is to be given the role of the CHILD; the women, the role of the MOTHER; the men, the role of the FATHER. The role play tasks below (previously copied and cut up) are to be given to the groups designated. Each group is to see only its own assignment.

CHILD: The group is to create for a young primary school-age child a dilemma which he brings home from school to discuss with his parents. He is upset; his goal will be to get his parents to listen and to help him solve the problem so that he can handle the situation at school better. Select a player, and develop his character, the situation he is upset about, and how he should present this to his mother and father. (Child can be male or female.)

MOTHER : Mother works outside the home full-time; she had a very difficult day at work, and her goal when she reaches home is to get emotional support from her family and some ideas for handling a difficult situation on the job. The group is to invent Mother's work situation, her troubles on the job, and the concerns she will raise with her son/daughter and husband when she gets home.

**FATHER:** Father works full time for a company in which he fears some changes are coming which will affect his future. He has a particularly difficult day at the job and looks forward to coming home. His goal is for some peace and quiet, and some understanding from his family about his work situation and his worries about his future. He's not sure how best to raise these concerns with his family when he reaches home.

After groups have prepared their scenarios (for 6 -7 minutes), and have selected their players as "child", "mother" and "father", the three characters are to conduct a role play together with the child arriving home first, mother next, and father last.

Participants are to discuss:

- what they thought about how each family member sought to meet his or her needs;
- how family members assisted or blocked the others in meeting their needs;
- alternative scenarios with potentially different outcomes;
- whether this situation would be handled differently if the child were of the opposite sex;
- any other aspects that have meaning for them.

Help pull out and list on newsprint the positive moves of each character towards personal achievement and towards helping others to achieve their goals.

e.g. LISTENING  
EMPATHY (UNDERSTANDING)  
ASKING QUESTIONS (RATHER THAN TELLING)  
COMFORTING  
SELF-CONTROL

Reinforce in summary the positive behaviours which promote personal and family goal achievement.

### **ACTIVITY THREE: PERSONAL GOAL SETTING AND EVALUATION (20 min.)**

Participants are to write down (or state in groups of 2 or 3 if literacy level low) what they intend to do personally to help their family achieve some of its goals. Encourage these to be made as specific as possible.

Then lead a general concluding discussion on what participants have considered helpful, not so helpful, interesting, confusing, boring, etc. about the workshop series. Do they see men's roles or women's roles any differently? Do they see men or women more sympathetically? Have they gained any insights into what roles are changing, or being challenged, and why this is so? What related topics would they wish to discuss further?

Record all responses, and add any summary comments on this session or on the series generally. Participants are to complete their post-series evaluations (See Appendix III).

A video report on CCDC's research study was produced as one form of documentation. Owen Ellis and Winston Bell wrote a song for the opening and closing montages of this video programme which was subsequently recorded by Judy Mowatt for the soundtrack. As an appropriate "theme song" for concluding all the work that has gone into this series - - work by facilitators and by participants - - and for supporting the work that must continue, it is offered here as a final "closure" activity to the series. A tape of the song is available from University Centres in the region to provide the tune for teaching it to participants. If it is not available, the words which follow can be shared.

After teaching the song/reading the words, a social for participants may follow.

### **LET'S DO IT TOGETHER**

by Owen Ellis and Winston Bell

1. There's so much joy and wonder  
In being a mother or father  
Or doing your share just by being there  
To lend a friendly shoulder
2. It's great to have a family  
And every child has a right to be happy  
Let's keep on giving our best  
Though the job is never easy

CHORUS: I've got to talk to you,  
You've got to talk to me.  
We can do it together  
For the future of the family.

I've got to talk to you,  
You've got to talk to me.  
We must do it together  
For the future of society.

Let's do it  
Let's do it together  
Do it  
Let's do it together (repeat).

3. If we can help to solve the problem  
Make life better for our children  
Give them your protection and more  
Be a parent and a good friend.

4. Then we'll really know the power  
That we wield over tomorrow.  
Love and respect our children, then  
We can make life better together.

CHORUS: I've got to talk to you,  
You've got to talk to me.  
We can do it together  
For the future of the family.

I've got to talk to you,  
You've got to talk to me.  
We must do it together  
For the future of society.

Let's do it  
Let's do it together  
Do it  
Let's do it together (repeat).

All Rights Reserved

## **F. AFTER THE SERIES IS COMPLETED...**

Some groups or some participants may wish to continue to explore the issues raised in this handbook, or to extend the participatory group experience into other related areas. Here are just a few ideas:

1. Workshops or ongoing discussion groups for men only may meet the needs of some men to talk about their families and about themselves in climates that might prove less confrontational or uncomfortable than when women are also present. Women have comfortably used female networks through the centuries to learn about and support their child-rearing functions. Men have not generally had this experience and may need to develop their own style and comfort levels with this idea on their own.
2. Some participants may wish to have more sessions on specific issues or concerns of parenting. Consult your University Centre and local educational social service or health organizations and government departments for available resource persons and materials that could assist. For participatory activities addressing twenty common issues of family life and raising children—with guidelines similarly outlined to those in MEN AND THEIR FAMILIES—"Pathways to Parenting: A Caribbean Approach" is available from the Caribbean office of UNICEF and from Parenting Partners in Jamaica. Regional exercises introducing the use of this two-volume manual will be conducted via UWIDITE in the latter half of 1994.
3. Some men and women, couples or single persons, may wish to experience more workshops on improving male-female communication and relationships. Local resource persons could be sought to conduct small group exercises, or professional counselling could be sought for persons wishing more in-depth assistance.
4. If the importance of strong parent-child relationships has been underscored for participants of MEN AND THEIR FAMILIES sessions, some persons may wish to organize more opportunities for father-child or parent-child outings or activities. Workshops for parents and children to work on communication, or on specific family issues could be organized in formats that are fun and promote positive interaction.

5. Some may feel that discussion of selected issues should be broadened to the general public. Participants may wish to promote:
- a. Radio discussions, or dramas designed to stimulate discussion and problem-solving.
  - b. Student or adult public debates with moots derived from some of the more controversial topics of the series.
  - c. Interviews on television or radio which highlight topics of interest. Why not a real-life talk-show like the Session Four Activity, interviewing a "Father of the Year", or other figure who could incite an interesting local debate?
  - d. School or newspaper essay contests for children or adults on parent-child themes (e.g. What I'd like to say to my father/mother/husband/wife/son/daughter", or "Something I'll always remember about my Dad/Son", etc.
  - e. The production of new Calypso/D.J./Reggae songs with lyrics that promote positive parent-child or man-woman communication.

***The Caribbean Child Development Centre would be very interested in receiving reports from you about your experiences with the use of this Handbook, and the results of any follow-up or related activities your groups may have pursued. Such reports- - in any format - - can be sent by post or fax to:***

**THE CARIBBEAN CHILD DEVELOPMENT CENTRE  
SCHOOL OF CONTINUING STUDIES  
UNIVERSITY OF THE WEST INDIES  
BOX 141, MONA, KINGSTON 7, JAMAICA**

**PHONE AND FAX: (809) 927-1618**

**APPENDIX I**  
**SUMMARY OF THE FINDINGS OF THE CCDC RESEARCH,**  
**"THE CONTRIBUTION OF CARIBBEAN MEN TO THE FAMILY"**

The findings described below derive from the reflections, individually and collectively, of men and women in four representative communities in Jamaica. They reflect the general trends obtained from the questionnaire survey and discussion groups, not the rich and wide ranging details which the two years of field work produced.

The study first recognized the importance of examining man and his families in order to fully describe his family contributions. This meant beginning with a man's family of origin, in which obligations and expectations of a son are formed and often remain strong throughout the male's lifetime. Then the study looked at how the common multiple-union pattern of men tends to add on more complex obligations and expectations as the man gets older. Thus a man's FAMILY may be defined differently at different points in his life as he views his familial responsibilities to his parents (especially his mother), to his siblings and their children, to the mother(s) of his children, to his outside child(ren) from earlier unions, and to any child(ren) with whom he may now reside with a common-law or married wife.

Some of the main findings of these examinations from the survey and group discussions follow:

***Men contribute more to family life than is credited.***

Our research does not negate the voluminous documentation of Caribbean woman's role as primary caregiver of children, nor the fact that many women carry this role without their children's father present in the home. What the study provides is evidence that men are far more involved in positively contributing to family life than popular stereotypes suggest. Jamaican men have clear ideas about what a good father should be, and feel responsible with the mother for inculcating moral values and social skills in their children. Although many admit they cannot, or do not, always fulfill their responsibilities to the extent they feel they should, they define their responsibilities to include not only the undisputed role of financial provider but also counselling and communicating with their children and generally being a role model.

***Men are active with their children and in domestic chores, but do not feel enhanced by these tasks.***

The majority of men in both the survey and in the discussion groups described their active, often daily, participation in tidying, playing, and reasoning with their children, and in helping regularly with homework. Forty to fifty percent of the urban samples cook, tidy the house and go to the shop at least twice a week, although the men living with partners report somewhat less involvement in these activities than when living separately. This finding of an active level of parenting beyond mere "providing" is new.

At the same time, men generally admit that these contributions in the domestic sphere are not yet areas for boasting among peers. These tasks are perceived still by most men and some women as primarily "women's work" and men do not yet see them as self-enhancing, particularly if their economic circumstances do not permit contributions in keeping with the culturally prescribed role of breadwinner and thus family head, roles which imply authority and decision-making status.

***Being a father has strong personal meanings for men.***

Fathering is both part of a man's self-definition and his route to maturity. While fathering was not seen as limited to children under a common roof, this was nonetheless considered the ideal, and the arrangement that allowed a man to contribute most to his children's development. For those fathers who lived with children, there was a common acceptance of economic responsibility, but wide variations in their understanding of the social and psychological components of fathering.

***"Outside" children appear more psychologically vulnerable than "inside" children.***

Those children born early in a man's life, which provide him self-enhancing status, are of particular concern for future study; those children are often later seen as destabilizers of new man-woman relationships and are sometimes sacrificed by one or both partners in order to firm up the new romance and/or economic union. Since the family arrangement in which many children grow cuts them off from active interaction with their fathers, the attitudes of many of our sample fathers seemed to be "win some, lose some". In avoiding contact with those outside children who lived under another man's roof, there seemed to be an implicit attitude on the part of men to respect each other's rights over women, even at the expense of the father-child bond.

***Conditions of poverty negatively affect child-rearing practices.***

The extent to which economic deprivation and poverty serve to retard the development of more progressive mating and child-rearing behaviour must also be underscored. Many men and women experience widespread confusion and contradictions as they try to live out expectations of responsible parenthood in a socio-economic climate which makes fulfilling them very nearly impossible. High unemployment and under-employment, migration to earn, women's increasing entrance to the formal labour market (away from home), the erosion of the extended family's resources to assist with childcare - - all present barriers for men's and women's fulfillment of their understood roles.

This "overview" of five general findings does not, of course, do justice to the wide variety of opinions, beliefs, and practices described to researchers in surveys and discussions during the course of the project. These findings, however, were sufficiently widespread to now posit them as challenges for further and more detailed study in Jamaica and in other Caribbean settings, to affirm or to modify these generalizations towards greater understanding of Caribbean men as fathers and family men. It is hoped that this handbook will prove to be a useful tool in this work.

## APPENDIX II

### PRE-MEETING CHECKLIST

Before each session, it is recommended that you answer the questions in this checklist. When the answers are all YES, you are ready to begin a successful parenting meeting.

#### PLANNING ELEMENTS

YES/NO

##### Selection of Topic

1. Have you selected a topic known to be of interest to the participants you hope will attend?
2. Better still, have the participants had opportunity to select the topic?

##### Recruitment

3. Have all persons you wish to attend received appropriate notice in sufficient time? e.g.
  - oral notice for non-readers, written ones for others
  - all necessary information (time, date, place, topic, etc.)
  - fathers given attention equal to mothers
4. Do you have a target number to reach? Do you have alternate plans for smaller or larger groups?

Ideal group size for these session is from 10-15 persons. Materials can be adapted for larger groups by dividing into smaller groups and assigning facilitator tasks to two or more persons.

##### Venue Selection

5. Is venue sufficiently quiet, spacious, and well ventilated to accommodate anticipated group size and for breaking into smaller groups?
6. Is there sufficient seating for all participants? Can full group sit in a circle, avoiding "teacher-student" class room-style seating? Can seating be rearranged for smaller group work, and for standing or moving activities?

7. Is venue conveniently accessible to target group(s)?
8. Does location have electricity if electrical equipment is to be used, (e.g. tape-recorder, television) or if meeting will take place after dark?
9. Can venue allow for child-care in separate room/area if required/desired?

Meeting Time

10. Does time chosen accommodate the working hours and commitments of most participants (including working hours of persons working at home)?
11. Can parents comfortably give two hours to the session or should the session activities be reduced/divided into two sessions?

Organization of Needed Resources

12. Have other facilitators/resource persons/volunteers been recruited and informed of their specific tasks (if required)?
13. Have all materials and equipment resources been assembled, e.g. visual aids, photocopies of handouts, markers, newsprint, tape, evaluation forms, name tags, VCR machine, refreshment supplies, etc.?
14. Have financial resources been obtained if required, e.g. reimbursement for transportation costs, honoraria, refreshment costs, etc.?

Review, Adaptation of Session Content

15. Are you thoroughly familiar with the suggested activities and content for this session?
16. Have you made necessary changes in the activities/content to best suit your target group, considering socio-economic backgrounds, levels of education, size of group, literacy levels, language use, etc.?

Anticipation of  
Contingencies

17. Have you obtained names and locations of any local relevant persons or published materials to which participants can be directed for further information/help on this particular topic?
18. Have you thought how you will handle heavy rain, power cuts, small or large turn-out, late-comers?
19. If parents need care for children during meetings, have you recruited someone who can supervise them with activities and play materials, away from participants' meeting room? If this is not possible, how will you handle children if brought to the meeting?

**YOUR NOTES IN ADDITION TO THE ABOVE:**

Pre-meeting Checklist Adapted from  
Pathways to Parenting: A Caribbean Approach.  
Parenting Partners in Jamaica, 1993.

### **APPENDIX III WORKSHOP EVALUATIONS**

Evaluating the session with participants is always important. (See Section C, #3), but group size, participants' literacy level, and time constraints may indicate the form evaluations will take. The following formats are suggested options which can be selected/adapted to the specific needs of each series group.

#### **A. Verbal Evaluations for Sessions, Series**

For participants uncomfortable with written formats, two options are suggested:

1. At the end of the session, participants can be asked - - individually, in pairs, or as a group - - to state how they felt about their participation in the group, and about what they liked/did not like about the session. They can also be asked what they believe they learned from their participation, and what they might still want to learn more about. This form of evaluation can be as simple as giving a one-word summary of their feelings, or more extensive discussion can be encouraged. It is important, in such a public setting, to free participants to differ in their evaluative opinions and feelings, as well as to make suggestions for improving the sessions or their leadership.
2. One of the written formats which follow could be used/adapted to be read for oral responses from participants which can be recorded by co-facilitator or volunteer.

#### **B. Written Evaluations for Sessions**

Evaluation forms can be designed to be primarily open-ended, providing participants opportunity to answer questions in their own words, or they can provide options for ticking or circling selected responses on a rating sheet format. A sample of each type follows, and each can be changed or supplemented to meet individual group or facilitator requirements. The two samples have been taken from Volume II PATHWAYS TO PARENTING, with kind permission of Parenting Partners.

### PARTICIPANT'S EVALUATION FORM A

Topic of Workshop: \_\_\_\_\_ Date: \_\_\_\_\_

Participant's Name: (Optional ) \_\_\_\_\_

I came to this Workshop because: \_\_\_\_\_

What I liked best about this workshop: \_\_\_\_\_

Did you learn anything new? YES \_\_\_\_\_ NO \_\_\_\_\_ If yes, please list:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Did you decide to try anything new with your child/children?

YES \_\_\_\_\_ NO \_\_\_\_\_ If yes, what will you do differently? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

What would have made this workshop more useful to you? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

What other topics would you like to know more about as a parent?

|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Other comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

## PARTICIPANT EVALUATION FORM B

Topic of Workshop: \_\_\_\_\_ Date: \_\_\_\_\_

Name (Optional): \_\_\_\_\_

PLEASE CIRCLE YOUR ASSESSMENT  
OF THE FOLLOWING ASPECTS OF  
THIS WORKSHOP. Clarify below.

|                                                                  | High Level<br>of Satisfaction |   |   | Low Level<br>of Satisfaction |   |
|------------------------------------------------------------------|-------------------------------|---|---|------------------------------|---|
| 1. Opportunity to share my<br>experiences with others.           | 5                             | 4 | 3 | 2                            | 1 |
| 2. Getting ideas and suggestions<br>about parenting from others. | 5                             | 4 | 3 | 2                            | 1 |
| 3. Getting help with a <u>specific</u><br>problem: _____         | 5                             | 4 | 3 | 2                            | 1 |
| 4. Relevance of Workshop<br>Activities.                          | 5                             | 4 | 3 | 2                            | 1 |
| 5. Skill of the facilitator in<br>encouraging participation.     | 5                             | 4 | 3 | 2                            | 1 |
| 6. Organization of Workshop<br>(timing, materials ready, etc.)   | 5                             | 4 | 3 | 2                            | 1 |
| 7. Clarity of content and<br>language.                           | 5                             | 4 | 3 | 2                            | 1 |
| 8. OVERALL ASSESSMENT OF<br>WORKSHOP                             | 5                             | 4 | 3 | 2                            | 1 |

Additional comments, or comments clarifying above ratings: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

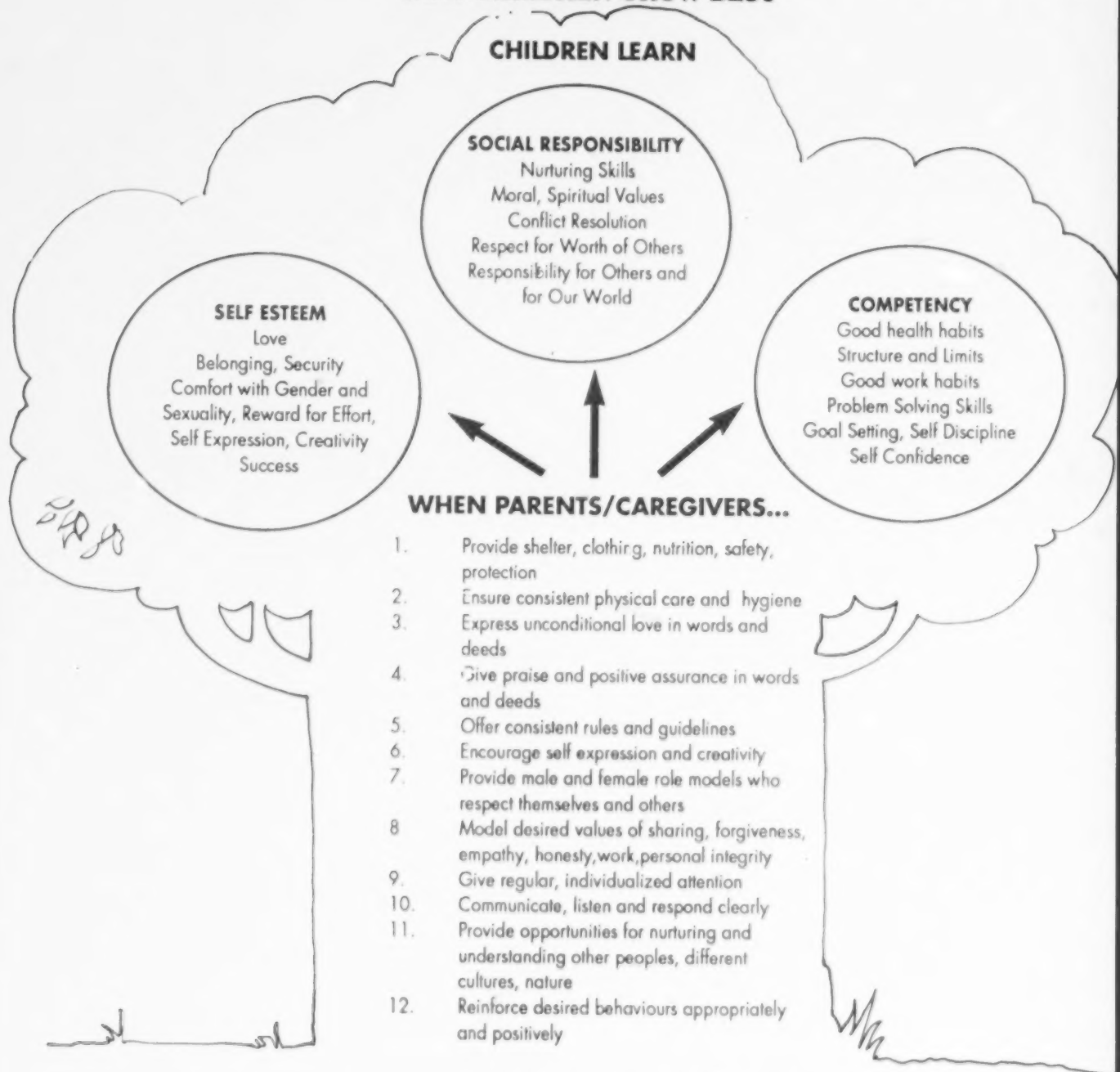
\_\_\_\_\_

### **C. Post-Series Evaluation**

An evaluation at the end of a series of workshop sessions offers an opportunity for participants to reflect on the benefits or limitations of the entire experience, and for the facilitators to receive feedback from this overview. Facilitators can design either an open-ended questionnaire for participants to complete in writing or orally, or a rating sheet can be devised. Areas to be evaluated should include:

1. Whether participants' expectations for the series were met, in part or in full.
2. Aspects of the series which participants liked best, liked least - - and why.
3. Whether participants believe that they learned anything new - - and if so what they learned.
4. Whether participants believe that what they learned/discussed has lead/will lead to any changes in their own behaviour within their families; they should be asked to be as specific as possible.
5. Any suggestions participants may have for improving the facilitation, the content, the organization of the workshops.
6. Content areas which participants feel should be expanded/added to such a series.
7. Whether participants would like to continue working on these or related topics together or in other ways (See "After the Series..." following Session Eight for potential follow-up ideas).

**APPENDIX IV  
PARENTING PARTNERS  
ASSUMPTIONS ABOUT  
"HOW CHILDREN GROW BEST"**



**PARENTING PARTNERS IS A TASK GROUP OF NINE ORGANIZATIONS  
IN JAMAICA WHICH HAS PRODUCED MANUALS TO SUPPORT  
PARENTING EDUCATION IN THE CARIBBEAN.**

## This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

DESIGNED BY FUTURA GRAPHICS LTD., TEL: 960-4496 ILLUSTRATIONS BY CLIVE WALLACE  
PRINTED BY SPECTRUM GRAPHICS LTD. TEL: 960-4374